

**Learning and Teaching Forum May 9 2014: Forum Streams**

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<b>Approaches to giving feedback</b>	<b>Making the most of peer review in assessment and feedback</b>	<b>Exploring the feedback loop through formative and summative assessment</b>
<b>Session 1: 10.00 – 10.50</b>		
<p>Dr Lyria Bennett Moses and Thomas Molloy (Law)</p> <p><b>“Helping Students Navigate Uncertain Terrain: Enabling Complex Feedback.”</b></p> <p>In some disciplines, students need to come to terms with “grey areas” where answers are sometimes “wrong” or poorly expressed but there is no single easily formulated “right answer”. Helping students explore their ideas and understanding in such contexts requires complex feedback systems, which can be constructed from a combination of classroom experiences and adapted Moodle tools.</p>	<p>Dr Daniel Schlagwein (ASB)</p> <p><b>"Students as reviewers and lecturer as editors: using a peer review model for student assignments."</b></p> <p>Peer review has been shown to increase students' engagement through a transparent and participatory review model. It also develops skills to critique text through a "change of hats" from writer to reviewer. Peer assessment by three to five other students has also been shown to be as valid as the marking by a single lecturer and better than marking by a single student-level tutor.</p> <p>In the session, I introduce a model that ultimately shifts the role of the lecturer or marker from the lone "reviewer" of a text to a higher-level "associate editor" role in the review process. The "associate editor" ultimately gives the marks but takes the outcomes of the blinded review process into consideration." To achieve this certain quality assurance measures need to be in place, these will also be discussed in this presentation.</p>	<p>Dr Fiona Naumann and Assoc. Professor Gary Velan, Dr Nalini Pather (Medicine)</p> <p><b>“UNSW Medicine: Innovative approaches to feedback.”</b></p> <p>Academics from UNSW Medicine are utilising a variety of innovative approaches to providing feedback to students, often using cutting edge technology, in both formative settings and following high-stakes summative assessments. Examples of successful implementations of feedback will be described, together with evidence of their impact on students' perceptions and learning.</p>

**Session 2: 11.35 – 12.25**

Dr Rudrajit Mitra (ENG)

**“Improving approaches to feedback in a final year project-based course”**

The School of Mining Engineering has two fully project-based 4<sup>th</sup> year courses in their undergraduate program in which students work in groups of 4 to 5 throughout the semester. Since implementation in 2008 developments in both courses have endeavoured to provide better feedback opportunities for students. This includes, introduction of a *group interview format* where student interaction is maximised and feedback is immediate. This presentation will describe this and some of the other feedback strategies implemented and their impact on students.

Dr Sigi Jottkandt and Alicia Hiew (FASS)

**“It's great... but too vague”: Refining ideas through peer feedback**

In our 2nd year course, American Literature, we explored peer reviewing of draft project proposals. We found that sharing produced rich and thoughtful feedback that helped students clarify their thinking and produced more complex final projects. In this session we describe our experience using Moodle's workshop activity from both the student and the lecturer perspective.

Dr Chinthaka Balasooriya, Dr Joel Rhee, Dr Winston Lo, Dr Adrienne Withall (SPHCM, Medicine)

**“Feedback: a multi-faceted diamond”**

A unique perspective of how feedback is used to both facilitate student learning and to inform educational design will be discussed in this presentation. Examples from each Phase of the UNSW Medicine program will be presented, and two examples of projects that actively sought student feedback to inform educational design will be presented to demonstrate how academics model the process of effectively using feedback.